

<b>YEAR B</b>	<b>Autumn One</b>	<b>Autumn Two</b>	<b>Spring One</b>	<b>Spring Two</b>	<b>Summer One</b>	<b>Summer Two</b>
<b>Whole School British Values Big Question</b>	<b>Democracy</b> <i>Do I have a voice?</i>	<b>Rule of Law</b> <i>Why can't I?</i> <b>Democracy</b>	<b>Mutual Respect</b> <i>Why should I respect you?</i>		<b>Tolerance of those with different faiths</b> <i>Should everyone have to think the same way?</i>	<b>Individual Liberty</b> <i>Can I do it my way?</i>
<b>In school events</b>	Humanist Visitor	EYFS/KS1 – Nativity Jewish Visitor	Lower Junior Production UKS2 Mosque Visit		SATs	Residential Upper Junior Production
<b>Curriculum Events</b>	<b>Languages Day (A &amp; B)</b> <b>Harvest Festival (A &amp; B)</b>	<b>Anti-Bullying Week (A &amp; B)</b> <b>RE Christmas Day (B)</b> <b>Remembrance (A &amp; B)</b>	<b>E-Safety Week (A &amp; B)</b> <b>World Book Day (A &amp; B)</b> <b>Sports relief (A &amp; B)</b> <b>RE Easter Day (A)</b> <b>Science Week (A &amp; B)</b> <b>UKS2 Fairtrade Fortnight (A)</b>			<b>Sports Days</b>
<b>Religious Events</b>	<ul style="list-style-type: none"> <li>• Interfaith Week</li> <li>• Harvest Festival – Christian</li> <li>• Sukkot – Jewish</li> </ul>	<ul style="list-style-type: none"> <li>• St Andrew's Day</li> <li>• Diwali - Hindu</li> <li>• Christmas – Christian</li> <li>• Hanukah – Jewish</li> <li>• Birthday of Guru Nanak – Sikh</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Shrove Tuesday/Ash Wednesday/Lent - Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• St Patrick's Day</li> <li>• St David's Day</li> <li>• Magha Puja Day - Buddhism</li> <li>• Easter – Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• St George's Day</li> <li>• Ramandan - Muslim</li> <li>• Eid ul Fitr – Muslim</li> </ul>	<ul style="list-style-type: none"> <li>• International Humanist Day - Humanism <ul style="list-style-type: none"> <li>• Eid al-Adha - Muslim</li> </ul> </li> </ul>
<b>Reception</b>	<b>Marvellous Me</b>	<b>Let's Celebrate</b>	<b>Amazing Animals</b>	<b>Traditional Tales</b>	<b>In the Garden</b>	<b>Dinosaurs</b>
<b>Visitors/ trips</b>	People who help us to be safe and healthy. People who help us in the community.	Visit the library to collect BookStart book Library visits - fortnightly to borrow books	Library visits - fortnightly to borrow books	Theatre visit/company visit Library visits - fortnightly to borrow books	Trip option Go to a local church (Easter) Tropical World Library visits - fortnightly to borrow books	Yorkshire Museum Dinosaur Man Library visits - fortnightly to borrow books
	<b>Physical Development</b> <b>Gross Motor Skills:</b> Real P.E – Theme 'Squirrel' Skill: Agility Ball Chasing <b>Fine Motor Skills:</b> Ongoing through provision and adult focussed activities including scissors, threading, playdough,	<b>Physical Development:</b> <b>Gross Motor Skills:</b> Real P.E – Theme 'train' Skill: Dynamic Balance On a Line <b>Fine Motor Skills:</b> Ongoing through provision and adult focussed activities including scissors, threading,	<b>Physical Development:</b> <b>Gross Motor Skills:</b> Real P.E – theme 'jungle' Skill: Static Balance Seated <b>Fine Motor Skills:</b> Ongoing through provision and adult focussed activities including scissors, threading, playdough, painting tools.	<b>Physical Development:</b> <b>Gross Motor Skills:</b> Real P.E – Theme 'bike' Skill: Coordination Footwork <b>Fine Motor Skills:</b> Ongoing through provision and adult focussed activities including scissors, threading, playdough,	<b>Physical Development:</b> <b>Gross Motor Skills:</b> Real P.E – Theme 'Fairytale' Skill: Agility Reaction / Response <b>Fine Motor Skills:</b> Ongoing through provision and adult focussed activities including scissors, threading, playdough,	<b>Physical Development:</b> <b>Gross Motor Skills:</b> Real P.E – Theme 'Seaside' Skill: Counter Balance With a Partner <b>Fine Motor Skills:</b> Ongoing through provision and adult focussed activities including scissors, threading, playdough,

	painting tools. Pencil grip and control.	playdough, painting tools. Pencil grip, control and letter formation	Pencil grip, control and letter formation	painting tools. Pencil grip, control and letter formation	painting tools. Pencil grip, control and letter formation	painting tools. Pencil grip, control and letter formation
	<b>Technology:</b> Through provision – including interactive whiteboard, beebots,	<b>Technology:</b> Through provision – including interactive whiteboard, beebots,	<b>Technology:</b> Through provision – including interactive whiteboard, beebots,	<b>Technology:</b> Through provision – including interactive whiteboard, beebots, mouse control	<b>Technology:</b> Through provision – including interactive whiteboard, beebots, mouse control, logging on and finding appropriate program, paint package	<b>Technology:</b> Through provision – including interactive whiteboard, beebots, mouse control, logging on and finding appropriate program, graphing.
	<b>Literacy:</b> Phonics Reading & Comprehension Writing – Name writing, cvc words, labels	<b>Literacy:</b> Phonics Reading & Comprehension Writing – Name writing, cvc words, labels, instructions, drama	<b>Literacy:</b> Phonics Reading & Comprehension Writing – Labels, lists & caption, poetry	<b>Literacy:</b> Phonics Reading & Comprehension Writing – sequencing, recounts and drama	<b>Literacy:</b> Phonics Reading & Comprehension Writing – Non-fiction texts, lists and labels, posters.	<b>Literacy:</b> Phonics Reading & Comprehension Writing – Non-fiction texts, lists and labels, creative writing
	<b>Maths:</b> Opportunities for settling in, introducing areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? <b>Number:</b> Match & Sort Compare amounts <b>Measures, Shape &amp; Spatial Thinking:</b> Compare size, mass and capacity Exploring pattern Positional language.	<b>Maths:</b> <b>Number:</b> Representing 1,2 & 3 Comparing 1,2,&3 Composition of 1,2, & 3 Representing numbers to 5 One More and One Less 3 <b>Measures, Shape &amp; Spatial Thinking:</b> Circles and Triangles Positional Language Repeating patterns Shapes with 4 sides Time	<b>Maths:</b> <b>Number:</b> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Representing numbers to 6,7, & 8 Combining 2 amounts Making pairs <b>Measures, Shape &amp; Spatial Thinking:</b> Compare mass Compare capacity Shape & Spatial Thinking Length & Height Time	<b>Maths:</b> <b>Number:</b> Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 <b>Measures, Shape &amp; Spatial Thinking:</b> 3d shapes Spatial awareness Patterns	<b>Maths:</b> Number Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 Adding more Taking away <b>Measures, Shape &amp; Spatial Thinking:</b> Spatial Reasoning Match, Rotate Compose and decompose	<b>Maths:</b> Number Doubling Sharing & grouping Even & odd Deepening Understanding Patterns and Relationships <b>Measures, Shape &amp; Spatial Thinking:</b> Spatial Reasoning Visualise and Build Mapping
	<b>UW: Past and Present</b> Lives of the people around us Talks about past and present events in their own life and in the lives of family members Roles in society	<b>UW: Past and Present</b> How religious festivals have been celebrated in the past and are celebrated today. Talks about past and present events in their own life and in the lives of	<b>UW: Past and Present</b> Chinese New year Talks about past and present events in their own life and in the lives of family members	<b>UW: Past and Present</b> Historical characters Talks about past and present events in their own life and in the lives of family members	<b>UW: Past and Present</b> Talks about past and present events in their own life and in the lives of family members	<b>UW: Past and Present</b> Dinosaur excavation Talks about past and present events in their own life and in the lives of family members

		family members				
	<b>UW People, cultures and communities</b> Sukkot Rosh Hashanah	<b>UW People, cultures and communities</b> Diwali Bonfire Night Hannukah Christmas	<b>UW People, cultures and communities</b> Chinese New Year Valentine's Day	<b>UW People, cultures and communities</b> Mother's Day Pancake Day/Shrove Tuesday Easter Bible stories	<b>UW People, cultures and communities</b> St George's Day Traditional Tales from around the world Local places of worship Hindu temples	<b>UW People, cultures and communities</b> Father's Day EID
	<b>RE FS1</b> Which stories are special and why?	<b>RE FS2</b> Which people are special and why?	<b>RE FS3</b> Which places are special and why?	<b>RE FS4</b> What times are special and why?	<b>RE FS6</b> What is special about our world?	<b>RE FS5</b> Where do we belong?
	<b>UW: The Natural World</b> Our world/the oceans Ocean life  Seasonal change: Autumn week  Outdoor classroom and wider school environment exploration and activities.	<b>UW: The Natural World</b> Day and night Hibernation Seasonal changes in the school environment  Outdoor classroom and wider school environment exploration and activities.	<b>UW: The Natural World</b> Our world Land & sea Animal habitats and relating continents. Animals around the world, polar, desert, rainforest, grasslands, British woodland, pets.  Seasons: Winter week including freezing & melting  Outdoor classroom and wider school environment exploration and activities.	<b>UW: The Natural World</b> Fictional story landscapes Map skills, local area knowledge. Traditional tales from around the world.  Outdoor classroom and wider school environment exploration and activities.	<b>UW: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of mini-beasts and plants;  Garden mini-beasts Growing plants, flowers and vegetables.  Seasonal change: Spring week  Outdoor classroom and wider school environment exploration and activities.	<b>UW: The Natural World</b> The Earth's core and landscape including volcanoes.  Seasonal change: Summer week  Outdoor classroom and wider school environment exploration and activities.
	<b>EAD Creating with materials:</b> Leaf printing Salt dough hedgehog Portrait drawing	<b>EAD Creating with materials:</b> Bonfire printing Rocket making Diva lamps Kandinsky shapes linked to maths Christmas crafts	<b>EAD Creating with materials:</b> Lion mask Printing with bubble wrap Toucans and parrots Pipe cleaner patterned snakes Fork printed hedgehogs Tube snowmen & handprint polar bears	<b>EAD Creating with materials:</b> Junk model castles	<b>EAD Creating with materials:</b> Designing and making a Superworm Mother's day card Vegetable drawing Vegetable printing Easter cards and Easter baskets Easter gardens	<b>EAD Creating with materials:</b> Salt dough fossils

	<b>EAD Being imaginative and expressive:</b> Introduction to the music area & instruments and harvest singing Role-play including home area	<b>EAD Being imaginative and expressive:</b> Introduction to the music area & instruments and Nativity singing Role-play including Christmas post office	<b>EAD Being imaginative and expressive:</b> Singing skills. Songs linked to animals Role-play including vets and Chinese Restaurant	<b>EAD Being imaginative and expressive:</b> Traditional Tales songs Role-play including 'The 3 Bears Cottage'	<b>EAD Being imaginative and expressive:</b> Percussion instruments Role-play including a baby clinic and a greengrocers Drama linked to Bible stories	<b>EAD Being imaginative and expressive:</b> Songs linked to dinosaurs and percussion Role-play including and dinosaur excavation site stories
	<b>PSED:</b> Golden rules and school rules Looking after our belongings, our school Friendships Self-regulation – zones of regulation	<b>PSED:</b> Celebrating who we are Poppy day – Remembrance Debugging See it sort it Self-regulation	<b>PSED:</b> Celebrating who we are – how am I special Helping at home Calming down Self-regulation	<b>PSED:</b> Mother's day Keeping healthy including food, sleep and exercise Self-regulation	<b>PSED:</b> Staying safe in the sun Safety linked to village walk Self-regulation	<b>PSED:</b> Transition to new classes Stranger danger friendships and self-belief Self-regulation
<b>Key Stage 1</b>	<b>Around the World Geography:</b> Location knowledge, weather patterns, physical and human features must include comparison of human and physical geography of a non-European country ( <b>NOT</b> Mexico)	<b>Curriculum Driver Relationships PSHE focus</b>	<b>Famous events and famous people Forever Changing</b> <b>History:</b> Lives of significant individuals who have contributed to national and international achievements and events beyond living memory e.g. Su 1 Florence Nightingale and Crimean War, Su 2 (or choose others)  <b>Visitor option - History to Life - Florence Nightingale</b> <b>Trip option - Railway Museum</b>	<b>Curriculum Driver Science Focus – 'Connections' (Link with Science week 2023 theme) (working scientifically)</b>	<b>On our Doorstep</b> <b>Geography:</b> Fieldwork and observational skills – school and surrounding area. <b>History:</b> Local history inc. famous events in the locality / famous local people  <b>Trip option – Beningbrough Hall</b>	
	<b>Writing:</b> I Write every 3 weeks. Wk2 - ZoR Description of feelings Wk 3 – Non chron on Cities based on Emma Janes Aeroplane Wk4 – Story – Emma Janes Aeroplane Bring in Geog Local Geog Wk 5 – I Write – Story Emma Jane going on an African Safari. Wk 6 – Instructions linked to habitats – make own wormery Wk 7 – All About Me Descriptions – link to PSHE	<b>Writing:</b> Mixture of fiction and non-fiction writing linked to topic Independent Write to consolidate writing features.  <b>Life cycle explanation</b>  <b>Harlow Carr visit? Recount Instructions</b>  <b>Christmas Letter Christmas Poetry</b>	<b>Writing:</b> Mixture of fiction and non-fiction writing linked to topic Independent Write to consolidate writing features.	<b>Writing:</b> Mixture of fiction and non-fiction writing linked to topic Independent Write to consolidate writing features.	<b>Writing:</b> Mixture of fiction and non-fiction writing linked to topic Independent Write to consolidate writing features.	<b>Writing:</b> Mixture of fiction and non-fiction writing linked to topic Independent Write to consolidate writing features.

	LOs I Write this week Description of friend.					
	<b>Reading: Little Wandle Reading</b>  <b>Class Guided Reading</b> Class 5 - Mr Wolf's Pancake's Class 4 – Farmer Duck Class 3 – Duck in a Truck	<b>Reading: Little Wandle Reading</b>  <b>Class Guided Reading</b> Class 5 - Mr Wolf's Pancake's Class 4 – Farmer Duck Class 3 – Duck in a Truck	<b>Reading: Little Wandle Reading</b>  <b>Class Guided Reading</b> Class 5 – The Enormous Crocodile Class 4 – <b>Need to order</b> Class 3 – Owl Babies	<b>Reading: Little Wandle Reading</b>  <b>Class Guided Reading</b> Class 5 – The Enormous Crocodile Class 4 – <b>Need to order</b> Class 3 – Owl Babies	<b>Reading: Little Wandle Reading</b>  <b>Class Guided Reading</b> Class 5 – Traction Man Class 4 – The Owl Who was Afraid of the Dark Class 3 – What the Ladybird Heard	<b>Reading: Little Wandle Reading</b>  <b>Class Guided Reading</b> Class 5 – Traction Man Class 4 – The Owl Who was Afraid of the Dark Class 3 – What the Ladybird Heard
	<b>Maths:</b> 3:2 Method See Maths LTP	<b>Maths:</b> 3:2 Method See Maths LTP	<b>Maths:</b> 3:2 Method See Maths LTP	<b>Maths:</b> 3:2 Method See Maths LTP	<b>Maths:</b> 3:2 Method See Maths LTP	<b>Maths:</b> 3:2 Method See Maths LTP
	<b>Science</b> Animals including Humans (year 1 unit) Seasonal Change – Autumn	<b>Science</b> Animals including Humans (year 2 unit)	<b>Science</b> Materials	<b>Science</b> Living Things and their Habitats Seasonal Changes – Spring	<b>Science</b> Plants (year 1 unit)	<b>Science</b> Plants (year 2 unit) Seasonal Changes – Summer
	<b>Computing: Purple Mash –</b> Unit 1.1 Online Safety & Exploring Purple Mash (4 weeks) Unit 2.2 Online Safety (3 weeks)	<b>Computing: Purple Mash</b> 2.7 Making Music (3 weeks) Unit 1.4 Lego Builders. (3 weeks)	<b>Computing: Purple Mash –</b> Unit 1.5 Maze Explorers (3 weeks) Unit 1.2 Grouping and Sorting (2 weeks)	<b>Computing: Purple Mash –</b> Unit 1.3 Pictograms (3 weeks) Unit 1.8 Spreadsheets (3 weeks)	<b>Computing: Purple Mash –</b> Unit 2.3 Spreadsheets (4 weeks)	<b>Computing: Purple Mash –</b> Unit 2.4 Questioning (5 weeks) Unit 1.9 Technology outside school. (2 weeks)
	<b>History</b> Not taught this half term	<b>History</b> Not taught this half term	<b>History</b> Florence Nightingale? Grace Darling? David Attenborough?	<b>History</b> Significant People and how they have connected to life beyond Florence Nightingale and Medicine advances since	<b>History</b> Not taught this half term	<b>History</b> Of York – Local Study. Nestle / History of chocolate  <b>Possible trip/workshop</b>
	<b>Geography</b> Place Knowledge Locational Knowledge Human and Physical Knowledge Geography Skills	<b>Geography</b> Not taught this half term	<b>Geography</b> Not taught this half term	<b>Geography</b> Not taught this half term	<b>Geography</b> Locational Knowledge Geography skills and fieldwork	<b>Geography</b> Links to history but not overtly taught.
	RE 1.2 Who is a Muslim and what do they believe? (Believing)	RE 1.1 Who is a Christian and what do they believe? (Believing)	RE 1.4 What can we learn from sacred books? (Believing)	RE 1.6 How and why do we celebrate special and sacred times? (Expressing)	Run into SATs	RE 1.7 What does it mean to belong to a faith community?



	different language. Each class pick a country.  Opportunities to listen to songs/ rhymes from different countries.	different language. Each class pick a country.  Opportunities to listen to songs/ rhymes from different countries.	different language. Each class pick a country.  Opportunities to listen to songs/ rhymes from different countries.	different language. Each class pick a country.  Opportunities to listen to songs/ rhymes from different countries.	different language. Each class pick a country.  Opportunities to listen to songs/ rhymes from different countries.	different language. Each class pick a country.  Opportunities to listen to songs/ rhymes from different countries.	
<b>YEAR B</b>	<b>Autumn One</b>	<b>Autumn Two</b>	<b>Spring One</b>	<b>Spring Two</b>	<b>Summer One</b>	<b>Summer Two</b>	
<b>Lower Key Stage 2</b>	<b>Stone Age to Iron Age - From Flint to Iron History:</b> Changes in Britain from Stone Age to Iron Age.		<b>Survival - I'm a Survivor! Geography:</b> Different climates	<b>Revolutionary Romans History:</b> The Roman Empire and its impact on Britain and Britain's settlement by Anglo-Saxons and Scots. To include an aspect of local history objectives (Romans in York)		<b>Flower Power Science:</b> Plants (Yr 3 unit)	<b>Economic wellbeing PSHE:</b> Living in the Wider World
	<b>Writing:</b> Setting description Narrative - The Stone Age Boy	<b>Writing:</b> Non- chronological report - Stone Age Instructions - Round houses Christmas Narrative	<b>Writing:</b>	<b>Writing:</b>	<b>Writing:</b>	<b>Writing:</b>	
	<b>Reading:</b> <b>Class 6:</b> Georges Marvellous Medicine <b>Class 7:</b> Iron Man <b>Class 8:</b> Danny the Champion of the World	<b>Reading:</b> <b>Class 6:</b> Georges Marvellous Medicine / The Sheep-Pig <b>Class 7:</b> Iron Man <b>Class 8:</b> Danny the Champion of the World	<b>Reading:</b> <b>Class 6:</b> The Stolen Spear <b>Class 7:</b> The Stolen Spear <b>Class 8:</b> The Stolen Spear	<b>Reading:</b> <b>Class 6:</b> The Stolen Spear <b>Class 7:</b> The Stolen Spear <b>Class 8:</b> The Stolen Spear	<b>Reading:</b> <b>Class 6:</b> Firework makers Daughter <b>Class 7:</b> Firework makers Daughter <b>Class 8:</b> Firework makers Daughter	<b>Reading:</b> <b>Class 6:</b> Firework makers Daughter <b>Class 7:</b> Firework makers Daughter <b>Class 8:</b> Firework makers Daughter	
	<b>Maths Year 3:</b> Place value, addition & subtraction, properties of shape <b>Maths Year 4:</b> Place value, addition & subtraction, properties of shape	<b>Maths Year 3:</b> Addition & subtraction, multiplication & division, length and perimeter <b>Maths Year 4:</b> Addition & subtraction, multiplication & division, length and perimeter	<b>Maths Year 3:</b> Multiplication & division, fractions, length and perimeter <b>Maths Year 4:</b> Multiplication & division, time	<b>Maths Year 3:</b> Fractions, mass & capacity <b>Maths Year 4:</b> Fractions, converting measure, area	<b>Maths Year 3:</b> Place value, addition & subtraction, statistics, money <b>Maths Year 4:</b> Decimals, money	<b>Maths Year 3:</b> Multiplication & division, time, statistics <b>Maths Year 4:</b> Decimals, money, statistics, position and direction	
	<b>Science:</b> States of matter (Yr 4 unit)	<b>Science:</b> Sound (Yr 4 unit)	<b>Science:</b> Living things and their habitats (Yr 4 unit)	<b>Science:</b> Electricity (Yr 4 unit)		<b>Science:</b> Plants (Yr 3 unit)	<b>Science:</b> Not taught
	<b>Computing:</b> Purple Mash 4.2 Online safety (4 weeks) 4.9 Making Music (4 Weeks)	<b>Computing:</b> Purple Mash 4.5 Logo (4 weeks) 3.7 Simulations (3 weeks)	<b>Computing:</b> Purple Mash 4.6 Animation (3 weeks) 3.6 Branching databases (4 weeks)	<b>Computing:</b> Purple Mash 3.3 Spreadsheets (3 weeks) 3.8 Graphing (3 weeks)	<b>Computing:</b> Purple Mash 4.3 Spreadsheets (6 weeks)		<b>Computing:</b> Purple Mash 4.7 Effective search (3 weeks) 4.8 Hardware investigation (2 weeks)
	<b>History:</b> Changes in Britain from Stone Age to Iron Age	<b>History:</b> Changes in Britain from Stone Age to Iron Age	<b>History:</b> not taught	<b>History: Revolutionary Romans</b> The Roman Empire and its impact on Britain and Britain's settlement		<b>History:</b> not taught	

	<b>Geography:</b> Place knowledge linking to history unit	<b>Geography:</b> Place knowledge linking to history unit	<b>Geography:</b> Survival - I'm a Survivor! Different climates	<b>Geography:</b> Place knowledge linking to history unit		<b>Geography:</b> Field work (taught discretely)	<b>Geography:</b> Not taught
	<b>PSHE:</b> Relationships: Families and close relationships	<b>PSHE:</b> Relationships: Safe relationships Respecting self and others	<b>PSHE:</b> Living in the Wider World: Belonging to a community Media Literacy and digital resilience	<b>PSHE:</b> Health & Wellbeing: Keeping safe  Growing and changing	<b>PSHE:</b> Health & Wellbeing: Physical health and mental wellbeing	<b>PSHE:</b> Living in the Wider World: Economic wellbeing: work and money	
	<b>DT:</b> Not taught	<b>DT:</b> Construction- Stone age tools	<b>DT:</b> Not taught	<b>DT:</b> Materials Roman Fort  <b>DT:</b> Mechanical, Electrical and Control Systems Computing/science link		<b>DT:</b> Not taught	
	<b>ART:</b> Drawing (Year 3 & 4 unit - linked to history - pencil to pastels)	<b>ART:</b> Not taught	<b>ART:</b> Sculpture (Paper)	<b>ART:</b> Not taught	<b>ART:</b> Not taught	<b>ART:</b> Painting & Artist study (Year 3 & 4 unit) <b>Watercolours – flowers linked to Plants</b>	
	<b>PE:</b> REAL PE unit 1 Games - invasion games NETBALL	<b>PE:</b> REAL PE unit 2 REAL Gym unit 1	<b>PE:</b> REAL PE unit 3 Dance	<b>PE:</b> REAL PE unit 4 REAL Gym unit 2	<b>PE:</b> REAL PE unit 5 Games - Net - TENNIS	<b>PE:</b> REAL PE unit 6 Athletics	
	RE L2.8 What does it mean to be a Hindu in Britain today? (Living) PART 2	RE L2.10 How do family life and festivals show what matters to Jewish people? (Living) PART 2	RE L2.2 Why is the Bible so important for Christians today? (Believing)	RE L2.5 Why are festivals important to religious communities? (Expressing)	RE L2.9 What can we learn from religions about deciding what is right and wrong? (Living)	RE L2.4 Why do people pray? (Expressing)	
	<b>Music:</b> <b>Year 3:</b> weekly singing <b>Year 4:</b> WCET clarinet, weekly singing	<b>Music:</b> <b>Year 3:</b> weekly singing <b>Year 4:</b> WCET clarinet, weekly singing	<b>Music:</b> <b>Year 3:</b> weekly singing <b>Year 4:</b> WCET violin, weekly singing	<b>Music:</b> <b>Year 3:</b> weekly singing <b>Year 4:</b> WCET violin, weekly singing <b>Year 3 and 4:</b> Production	<b>Music:</b> <b>Year 3:</b> weekly singing, <b>music specialist;</b> Rhythm and pulse, listening and responding, notation, composing and improvising <b>Year 4:</b> WCET ukulele, weekly singing	<b>Music:</b> <b>Year 3:</b> weekly singing, <b>music specialist;</b> Rhythm and pulse, listening and responding, notation, composing and improvising and instrumental performance <b>Year 4:</b> WCET ukulele, weekly singing	
	<b>French:</b> Book 1 - Year 3 unit 4 - Portraits (Portraits)	<b>French:</b> Book 1 - Year 3 unit 5 - Les Quatre Amis (The four friends)	<b>French:</b> Book 1 - Year 3 unit 6 - Ça pousse! (Growing things)	<b>French:</b> Book 2 - Year 4 unit 4 - Vive le sport! (Our sporting lives)	<b>French:</b> Book 2 - Year 4 unit 5 - Le Carnaval des Animaux (The Carnival of the animals)	<b>French:</b> Book 2 - Year 4 unit 6 - Quel temps fait-il? (What's the weather like?)	
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<b>Upper Key Stage 2</b>	<b>Anglo – Saxons &amp; Vikings</b> <b>Vikings - Visitors from across the water</b> <b>History:</b> The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. To include an aspect of local history objectives (Vikings in York). <b>Book for Murton Village Autumn 2021/22</b>		<b>The Force of Nature (Natural Disasters)</b> <b>Geography:</b> Volcanoes, earthquakes, flooding, famine, tsunamis, avalanches, climate change. <b>PSHE - Living in the Wider World:</b> Economic wellbeing: work and money (Yr6) Raise money for a disaster		<b>Vamos a Mexico! (Mayans)</b> <b>History:</b> Study of an ancient non-European civilization <b>Geography:</b> Compare the UK with a non-European country.	
	<b>Writing:</b>	<b>Writing:</b>	<b>Writing:</b>	<b>Writing:</b>	<b>Writing:</b>	<b>Writing:</b>
	<b>Reading:</b> Class 9 - There's a Boy in the Girls Bathroom Class 10 & 11 – 1,000 Yr Old Boy	<b>Reading:</b> Class 9 - There's a Boy in the Girls Bathroom Class 10 & 11 – 1,000 Yr Old Boy	<b>Reading:</b> Class 10 & 11 – 1,000 Yr Old Boy	<b>Reading:</b> Class 10 & 11 – Class novel and comprehension work	<b>Reading:</b>	<b>Reading:</b>
	<b>Maths:</b> Place Value Addition and subtraction	<b>Maths:</b> Place Value Multiplication and division	<b>Maths:</b> Place Value Fractions, decimals and percentages (where appropriate)	<b>Maths:</b> Place Value Measurement	<b>Maths:</b> Place Value Geometry, properties of shape, position and direction	<b>Maths:</b> Place Value Statistics
	<b>Science:</b> Evolution & inheritance (Year 6 unit)	<b>Science:</b> Earth & Space (Year 5 unit)	<b>Science:</b> Electricity (Year 6 unit)	<b>Science:</b> Investigation (light or sound)	<b>Science:</b> Animal including humans (Year 5)	<b>Science:</b> Animal including humans (Year 6)
	<b>Computing: Purple Mash –</b> 6.2 Online Safety (2 weeks) 6.6 Networks (3 weeks)	<b>Computing: Purple Mash -</b> 5.5 Game Creator (5 weeks) 5.6 3D Modelling (4 weeks)	<b>Computing: Purple Mash –</b> 6.7 Quizzing (6 weeks)	<b>Computing: Purple Mash –</b> 5.4 Databases (4 weeks)	<b>Computing: Purple Mash –</b> 5.3 Spreadsheets (5 weeks) 6.3 Spreadsheets (5 weeks)	<b>Computing: Purple Mash -</b> 6.9 Spreadsheets
	<b>History: Visitors from Across the Water (Vikings)</b> - Anglo Saxons and Vikings. The Anglo Saxon and Viking struggle for the kingdom of England to the time of Edward the confessor. To include an aspect of local History (Vikings in York)	<b>History: Visitors from Across the Water (Vikings)</b> - Anglo Saxons and Vikings. The Anglo Saxon and Viking struggle for the kingdom of England to the time of Edward the confessor. To include an aspect of local History (Vikings in York)	<b>History: Not taught this term.</b>	<b>History: Not taught this term.</b>	<b>History: Not taught this term.</b>	<b>History: Vamos a Mexico (Mayans)</b> - study of an ancient non- European civilisation
	<b>Geography: (Linked to History)</b>	<b>Geography: (Linked to History)</b>	<b>Geography: The Force of Nature</b> - volcanoes, earthquakes, flooding, famine, tsunamis, avalanches, climate change.	<b>Geography: The Force of Nature</b> - volcanoes, earthquakes, flooding, famine, tsunamis, avalanches, climate change.	<b>Geography: Vamos a Mexico (Mayans)</b> - Compare the UK with a non-European country Summer.	<b>Geography: Not taught this term.</b>
	<b>RE U2.7</b> What matters most	<b>RE U2.2</b> What would Jesus	<b>RE U2.6</b> What does it mean	<b>RE U2.5</b> Is it better to	Run into SATS	<b>RE U2.8</b> What difference

	to Christians and Humanists? (Living)	do? (Can we live by the values of Jesus in the twenty-first century?) (Believing)	to be a Muslim in Britain today? (Living) PART 2	express your beliefs in arts and architecture or in charity and generosity? (Expressing)		does it make to believe in ahimsa (harmlessness), grace and Ummah (community)? (Living)
	<b>PE:</b> REAL PE unit 1 and Games – invasion games NETBALL/BASKETBALL	<b>PE:</b> REAL PE unit 2 and Games – invasion games FOOTBALL	<b>PE:</b> REAL PE unit 3 and Dance	<b>PE:</b> REAL PE unit 4 and REAL gym	<b>PE:</b> REAL PE unit 5 and Games – Net-VOLLEYBALL/ BADMINTON	<b>PE:</b> REAL PE unit 6 and Athletics
	<b>PSHE:</b> Relationships: Families and close relationships	<b>PSHE:</b> Relationships: Respecting self and others Safe relationships	<b>PSHE:</b> Living in the Wider World: Belonging to a community Media Literacy and digital resilience	<b>PSHE:</b> Living in the Wider World: Economic wellbeing: work and money	<b>PSHE:</b> Health & Wellbeing: Physical health and mental wellbeing Growing and changing	<b>PSHE:</b> Health & Wellbeing: Keeping safe
	<b>DT:</b> Construction	<b>DT:</b> Construction	<b>DT:</b> Mechanical, Electrical and Control Systems / Crumble	<b>DT:</b> Mechanical, Electrical and Control Systems / Crumble	<b>DT:</b> Food	<b>DT:</b>
	<b>ART:</b> Peter Podmore Watercolours	<b>ART:</b>	<b>ART:</b>	<b>ART:</b>	<b>ART:</b>	<b>ART:</b>
	<b>Music:</b> <b>Year 5 &amp; 6</b> weekly singing <b>Class 10 &amp;11:</b> <b>music specialist;</b> Rhythm and pulse, listening and responding, notation, composing and improvising	<b>Music:</b> <b>Year 5 &amp; 6</b> weekly singing <b>Class 10 &amp;11:</b> <b>music specialist;</b> Rhythm and pulse, listening and responding, notation, composing and improvising and instrumental performance	<b>Music:</b> <b>Year 5 &amp; 6</b> weekly singing <b>Class 9:</b> <b>music specialist;</b> Rhythm and pulse, listening and responding, notation, composing and improvising	<b>Music:</b> <b>Year 5 &amp; 6</b> weekly singing <b>Class 9:</b> <b>music specialist;</b> Rhythm and pulse, listening and responding, notation, composing and improvising and instrumental performance	<b>Music:</b> <b>Year 5 &amp; 6</b> weekly singing And Production	<b>Music:</b> <b>Year 5 &amp; 6</b> weekly singing And Production
	<b>French:</b> Book 3 (Year 5) Unit 4 - Scène de plage (Beach scene)	<b>French:</b> Book 3 (Year 5) Unit 5 - Le Retour du Printemps (The Return of Spring)	<b>French:</b> Book 3 (Year 5) Unit 6 - Les planets (The Planets)	<b>French:</b> Book 4 (Year 6) Unit 4 - Ici et là (Out and about)	<b>French:</b> Spanish – Greetings and colours  Book 4 (Year 6) Unit 5 - Monter un café (Setting up a café)	<b>French:</b> Spanish – Introductions and numbers  Book 4 (Year 6) Unit 6 – Quoi de neuf? (What’s in the news?)